

| | PreK | Elementary | MS/HS |
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| Content Area | Art Literacy Math Science Other | Art Class meeting English as Second Language Gifted and Talented Health Interdisciplinary Math Music Physical Education Reading Science Social Studies Special Education Technology World Language Writing Other | Art Career Prep English Language Arts English as Second Language Health Math Music Physical Education Science Social Studies Special Education Technology Theater World Language Other |
| Grade Level | PreK | single and combo K-6 and mixed | single and combo 5-12 and mixed |
| Class Size | 1-5 6-10 11-15 16-20 21-25 26+ | 1-5 6-10 11-15 16-20 21-25 26+ | 1-5 6-10 11-15 16-20 21-25 26+ |
| Visit Time | Before Lunch After Lunch | Before Lunch After Lunch | First 10 minutes Middle Last 10 minutes |
| Grouping Patterns | Individuals Partners Small Groups Whole group Two grouping patterns Three grouping patterns | Individuals Partners Small Groups Whole group Two grouping patterns Three grouping patterns | <u>Class Configuration</u> Rows facing front Circle Horseshoe Groups Outside classroom Other |
| Teacher Interactions | Coaching/Conferencing One-on-One Monitoring Facilitating discussion Posing questions Presenting Independent teacher work | Coaching/Conferencing One-on-One Monitoring Facilitating discussion Posing questions Presenting Independent teacher work | Coaching/Conferencing Monitoring Facilitating discussion Posing questions Presenting Independent teacher work |

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| Student Interactions | Working in groups Working independently Presenting/performing Discussing Responding to questions Listening/viewing Down time | Working in groups Working independently Presenting/performing Discussing Responding to questions Listening/viewing Down time | Working in groups Working independently Presenting/performing Discussing Responding to questions Listening/viewing Down time |
| Student Engagement | 0-50% 51-75% 76-90% 91-100% | 0-50% 51-75% 76-90% 91-100% | 0-50% 51-75% 76-90% 91-100% |
| Bloom's Taxonomy | Remembering/Understanding Applying Analyzing/Evaluating Creating NA/Down Time | Remembering/Understanding Applying Analyzing/Evaluating Creating NA/Down Time | Remembering/Understanding Applying Analyzing/Evaluating Creating NA/Down Time |
| Learning Approaches | Discrete student tasks Student choice Kinesthetic activities Visual Cues Teacher technology use Student technology use Video/TV viewing Literacy strategies in use Numeracy strategies in use Assessing formally Student directed learning Connecting prior knowledge | Discrete student tasks Student choice Kinesthetic activities Visual Cues Teacher technology use Student technology use Video/TV viewing Literacy strategies in use Numeracy strategies in use Assessing formally Student directed learning Connecting prior knowledge | Discrete student tasks Student choice Kinesthetic activities Visual Cues Teacher technology use Student technology use Video/TV viewing Literacy strategies in use Numeracy strategies in use Assessing formally Student directed learning Student work displayed |
| Age Levels | 0-5 single and combinations of ages | - | - |
| Classroom Environment | Creates safe environment Planning/organization Manage student behavior | - | - |
| Teacher Actions | Objective stated Check for understanding Demonstrate skill/activity Guided practice Reprimanding/disciplining Active feedback | Objective stated Check for understanding Demonstrate skill/activity Guided practice Reprimanding/disciplining Active feedback | Objective stated Check for understanding Demonstrate skill/activity Guided practice Reprimanding/disciplining Active feedback |
| Types of Questions | - | Acquisition Manipulation Generalization | Acquisition Manipulation Generalization |

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| Technology Usage | St use-enhance learning St use-learning challenge Tchr use-present content Tchr use-engage in content Tchr use-enhance learning | St use-enhance learning St use-learning challenge Tchr use-present content Tchr use-engage in content Tchr use-enhance learning | St use-enhance learning St use-learning challenge Tchr use-present content Tchr use-engage in content Tchr use-enhance learning |
| Tier | Tier 1 Tier 2 Tier 3 | Tier 1 Tier 2 Tier 3 | Tier 1 Tier 2 Tier 3 |
| Literacy Instruction Elements | Print awareness Phonological awareness Alphabet knowledge Oral Language/vocabulary Listening comprehension Emergent writing Not observed | Concepts of print Phonological awareness Phonics/word study Fluency Vocabulary Comprehension Writing Not observed | <u>Literacy for Students</u> Reading about content Writing about content Speaking about content Listening about content Using graphic organizers Note-taking |
| Quality Feedback | Scaffolding Feedback looping Prompting thought Affirming | - | - |
| Students Actively Participating | 0-25% 26-50% 51-75% 76-100% | 0-25% 26-50% 51-75% 76-100% | 0-25% 26-50% 51-75% 76-100% |